DOCUMENT RESUME

ED 225 344 FL 012 786

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TITLE Canada's Golden Horseshoe: An ESL/Geography Module (Teacher's Guide).
INSTITUTION Ontario Inst. for Studies in Education, Toronto.
REPORT NO ISBN-0-7744-0243-1
PUB DATE 82
NOTE 64p.
AVAILABLE FROM OISE Press, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Area Studies; Audiotape Cassettes; Audiovisual Instruction; Communication Skills; *English (Second Language); Foreign Countries; Geographic Regions; *Geography; Graphs; Human Geography; *Immigrants; Instructional Materials; Interdisciplinary Approach; Language Skills; Learning Modules; *Multimedia Instruction; Secondary Education; Teaching Guides
IDENTIFIERS *Canada; *Ontario (Toronto)

ABSTRACT

A teacher's guide to an English as a second language (ESL) and geography module entitled "Canada's Golden Horseshoe" is presented. ESL modules are multimedia kits designed to integrate the study of ESL and communication skills in specific subject areas of the curriculum. This module deals with a geographical region, important both to Ontario and to Canada, that has an interesting history and some modern environmental problems. The module is designed primarily for ESL secondary-school students at the intermediate level, and has been successfully test-taught in a number of grade 9 and 10 ESL and ESL geography classes in southern Ontario. It is assumed that all students who use the kit will have completed an introductory course of English. The teacher's guide offers suggestions for use of module components, a transcription of the audiocassette, answer keys to student worksheets, proposed followup activities, and a list of resources. The module provides exercises to develop reading, writing, and listening skills, graphing techniques, individual research, and other communication skills. One module component covers the major study of physical and economic characteristics of the region using a filmstrip and student booklet, both entitled "The Golden Horseshoe." In a second component, the settlers who over the years formed the labor force of the region are described in an audiocassette tape entitled "Canadians from Many Lands." An additional student booklet entitled "The Changing Mosaic" focuses on one important pattern of immigrant settlement in Metropolitan Toronto. (SW)

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ED225344

CANADA'S GOLDEN HORSESHOE

AN ESL/GEOGRAPHY MODULE

TEACHER'S GUIDE

U.S. DEPARTMENT OF EDUCATION
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Patrick Allen and Joan Howard

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OISE Press
The Ontario Institute for Studies in Education

Acknowledgments

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252 Bloor Street West, Toronto, Ontario M5S 1V6

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ISBN 0-7744-0243-1 Printed in Canada

1 2 3 4 5 6 XX 48 38 28 18

The authors wish to thank all those teachers and consultants who have given freely of their time to assist in the development of this prototype ESL module. Their comments and suggestions have helped us refine the contents of the module to more adequately suit the needs of ESL students and teachers. Particular thanks go to Ian Calloway for his contribution on the subject content of the module, to Peter Carver for editing the reading selections, and to Ruja Pholsward for her help with the annotated bibliography.

We wish to extend our thanks to John French, who assisted in layout and design of the trial manuscript, and to Joe Barr for his help in recording and editing the taped material. Valerie Argue gave useful editorial help, and Colette MacNeil prepared the artwork.

For permission to reproduce photographs we are grateful to: Ontario Archives, for frames 4 and 5 of the filmstrip; City of Toronto Archives, James Collection (frames 3, 5, and 11); Archives of Canada (frames 8 and 9); Ontario Ministry of Industry and Tourism (frame 12); Ontario Ministry of the Environment (frames 13, 17, and 19); Northway-Gestalt Corporation (frames 15 and 16); *Toronto Star* (photo in "The Changing Mosaic," p. 1); Ontario Ministry of Education (photos in "The Changing Mosaic," pp. 2 and 4, and frame 18 of the filmstrip).

ESL modules are a project of the Modern Language Centre of the Ontario Institute for Studies in Education.

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What Are ESL Modules?

With a growing number of new Canadians entering our classrooms, more students than ever before require special English language training. Not only must these students learn the forms and structures of English grammar, they must also develop the communicative language skills that will enable them to be integrated into the regular school program as quickly and as smoothly as possible.

To handle the concepts and relationships particular to each subject area of the school curriculum, students depend on a knowledge of specialized vocabulary and relevant language functions. (The Ontario Ministry of Education states as one general aim of its English curriculum: "To increase the student's general use and mastery of language by developing the particular language skills required throughout the curriculum" — Ontario Ministry of Education, *Intermediate Division English, 1977*, p. 8.)

If it is important for English-speaking students to pay special attention to subject-related language skills, it is doubly important for non-native speakers of English to be trained in the language skills they require to function adequately in the school program.

ESL modules are multimedia kits designed to integrate the study of ESL and communications skills in specific subject areas of the school curriculum. Through language activities presented in a meaningful, subject-related context, it is hoped that students will realize the benefits of language studies for other aspects of their school work.

ESL modules are intended to provide not only immediate classroom aids for teachers who wish to encourage subject-related language learning, but also models for teachers and curriculum developers who wish to design materials that further "language across the curriculum" goals.

The Module: Canada's Golden Horseshoe

This module is based on information from the geography or Canadian studies program area. It deals with a geographical region, important both to Ontario and to Canada, that has an interesting history and some pressing modern environmental problems. In the module, the major study of physical and economic characteristics of the region are presented first, in a filmstrip and student booklet both entitled "The Golden Horseshoe" (see section A of this Teacher's Guide). The settlers who over the years formed the labor force of the region are then described in an audiocassette tape entitled "Canadians from Many Lands" (see section B of the Teacher's Guide); and a second student booklet, entitled "The Changing Mosaic," focuses on one important pattern of immigrant settlement in Metropolitan Toronto (see section C of the Teacher's Guide). The materials in sections A and B thus provide a general perspective of the Great Lakes Lowland region, while those in section C focus on Metropolitan Toronto. (The teacher may wish to involve students still further in a neighborhood study section, which could be treated as section D.) Based on information given in all three sections are exercises that develop reading, writing, and listening skills, graphing techniques, individual research, and other communication skills.

COMPONENTS

The module consists of:
— a Teacher's Guide containing background information, suggestions for use of module components, a complete transcription of the audiocassette, answer keys to student worksheets, suggested follow-up activities, and a list of resources
— 25 student booklets, "The Golden Horseshoe," for reading comprehension and geographical concepts
— a 20-frame filmstrip, "The Golden Horseshoe," closely related to the student booklet
— an audiocassette tape, "Canadians from Many Lands," for listening comprehension and related activities. Included are a recorded talk (7:20 min.); "Getting the Meaning" exercises (11:35 min.); and "Understanding Numbers" exercise (6:00 min.)
— 25 student booklets, "The Changing Mosaic," for reading comprehension and paragraph-writing skills
— an envelope containing 35 duplicating masters of student worksheets (worksheets A1 to A24 are related to section A, "The Golden Horseshoe"; worksheets B1 and B2 to the audiocassette "Canadians from Many Lands"; and worksheets C1 to C10 to the reading selection, "The Changing Mosaic.")
— an evaluation checklist, with return envelope, for use by the teacher.

GENERAL OBJECTIVES

With this module, students are given opportunities to practise
- grammar, vocabulary, and other features of language
- functional features of language related to geography or Canadian studies, such as indicating spatial or temporal relationships or making comparative statements
- recognizing and describing relevant factual information
- conceptualizing and analysing major themes and relationships
- specialized skills, such as preparing maps, charts, tables, graphs

TARGET AUDIENCE

Canada's Golden Horseshoe is designed primarily for ESL secondary school students at the intermediate level, and has been successfully test-taught in a number of grade 9 and 10 ESL and ESL geography classes in Southern Ontario. As language abilities vary widely in ESL classes, teachers may also find the module suitable for individual, group, or classroom use at other grade levels. It is assumed, however, that all students who use the kit will have completed an introductory course of English.

The subject matter of *Canada's Golden Horseshoe* deals with the relationships between geographical features and immigration patterns in the Great Lakes Lowland region. The module is particularly appropriate for students who are enrolled, or are likely to enrol, in a geography or Canadian studies program. However, all intermediate-level ESL students can benefit from the subject-related language practice exercises.

Students at the intermediate level who are native speakers of English but have difficulty expressing themselves can also benefit from use of the module to improve their English communication skills.

SUBJECT AREA

Although ESL modules could be developed for most subjects in the curriculum, it was decided to base the first group of modules on thematic material from the Canadian studies program. First, it is important for ESL students to learn some basic historical and geographical facts about Canada and about the Southern Ontario region where so many of them have settled. Such background knowledge can help the newcomers develop a better understanding of Canadian culture and of the complex issues which face our society today.

Second, on a more immediate and practical level, ESL students who wish to achieve a high school diploma must obtain credits outside the ESL program. Because of both the amount and the advanced level of reading and writing required, credit options in history, geography, or Canadian studies pose a particular problem for ESL students. It is hoped that *Canada's Golden Horseshoe* will help students overcome some subject-related difficulties, and thereby facilitate the students' entry into regular Canadian studies classes with their English-speaking peers.

LANGUAGE SKILLS

Reading and Listening Comprehension

Careful, concentrated reading and listening are difficult skills for the second-language learner to acquire. All too often, reading and listening become mechanical word-by-word translation exercises rather than dynamic processes of information sorting and synthesizing. However, if we can make students aware of their active role as information processors and give them practice in reading and listening for global comprehension, as opposed to extracting the meaning from a text one sentence at a time, their reading and listening skills should improve.

One type of reading comprehension exercise used in *Canada's Golden Horseshoe* involves true/false discrimination, followed by sentence completion in cloze format (supplying missing information) and formulation of conclusions. In the first "Getting the Meaning" exercise (worksheets A1 to A5) each question is presented in three parts. The first part is a true/false comprehension check. Although based on the reading selection, the statement is reworded so that students cannot simply match it against a parallel statement in the text, but must synthesize the information contained in several sentences to grasp a general meaning. The second part is a solution statement, in cloze format, with students supplying the missing information. This portion of the exercise directs students back to the text and leads them through the reasoning process that allowed them to formulate their idea of the meaning. Where students make a wrong response to the true/false check, the solution statement enables them to see why their answer was incorrect. The third part of the activity is a summary sentence, whereby students draw a conclusion corresponding to the "true" alternative in the true/false comprehension check. This type of exercise is intended to foster the development of a general reading strategy that students can apply to any geography or Canadian studies text they may encounter.

Another type of exercise used in *Canada's Golden Horseshoe* involves a series of listening comprehension checks relating to each section of the taped text, "Canadians from Many Lands" (see "Getting the Meaning" on pp. 15-16 of this guide). As in the reading comprehension exercise described above, statements do not correspond exactly to the taped text; instead, they focus students' attention on a global understanding of the information presented.

Language Use: Formal and Functional

The module provides a variety of exercises that deal with both formal and functional aspects of language use. We assume that students at the intermediate level still require sentence-pattern and vocabulary practice to extend and refine their knowledge of the grammatical and lexical systems of English. However, we do not feel that these formal features

of language should be learned without a context, as an end in themselves. Instead, by presenting language forms in close association with geography or Canadian studies concepts — involving definition, description, generalization, qualification, the explanation of temporal and spatial relationships, etc. — we hope to direct students' attention to the way in which grammar and vocabulary function in the process of communication. For example, in the "Understanding Graphs" exercises (worksheets A17 to A20) we present the language function of "comparing" the populations and land areas of several urban centres in the Golden Horseshoe. To do this, we must first ensure that students are familiar with the appropriate comparative phrases — "greater than," "less than," "the same as," etc. Only when these phrases are well known is it possible to move on to the functional practice provided by written exercises based on the geographical information.

Information Transfer

Students taking a geography or Canadian studies course must be able to manipulate information presented in a variety of verbal and nonverbal forms. They must become familiar with various visual means of communication, such as graphs, tables, charts, maps, and photographs. They must be able to interpret information presented graphically, express that information in written and oral form, and transfer information from written or aural sources to a visual format such as a map or graph. By providing a number of such information-transfer exercises in the module (the "Understanding Graphs" exercises mentioned above, for example) we hope to make students aware of the close relationship between written text and diagrams and to show them some of the varied ways in which factual information can be presented.

Guided Writing

The guided writing exercises which accompany the reading selection "The Changing Mosaic" are designed to give students practice in: (a) extracting the main information from a text (worksheet C1), (b) deciding on the logical sentence arrangement for that information (worksheet C2), and (c) using discourse connectors to produce a coherent summary (worksheets C7 to C9).

Section A: The Golden Horseshoe

OBJECTIVES

After completing section A, students should be able to:

- locate the Great Lakes Lowland region on a map of Canada
- locate major centres in the Golden Horseshoe
- understand the reasons for the economic importance of the Golden Horseshoe
- identify synonyms
- identify correct pronoun referents
- write definitions
- make comparisons

HOW TO USE THE MATERIALS

The materials for section A are the basic materials of the module. They include the student booklet "The Golden Horseshoe," the filmstrip which is closely related to the booklet, and student worksheets A1 to A24.

Filmstrip and Booklet, "The Golden Horseshoe"

Depending on the students' level of reading ability, it may be helpful to introduce a few of the major concepts in "The Golden Horseshoe" before presenting the reading selection to your students. The color filmstrip can be used for this purpose. A summary of the text follows, which can serve as the basis for a "script" to accompany the filmstrip. Some of the words in the summary, particularly those underlined, may require explanation (most of these words occur later in word-study exercises). The teacher may wish to adapt or expand the script, depending on the level of understanding of the class.

THE GOLDEN HORSESHOE (SUMMARY)

Frame	*Text*
1. Title	The Golden Horseshoe
2. Map: The physiographic regions of Canada	Canada is divided into six major natural landform regions. These physiographic regions, as they are called, are areas within which climate, soil, and vegetation are similar.
3. Map: The Great Lakes Lowland region	The smallest of these regions is the Great Lakes Lowland, which lies between Lakes Huron, Erie, and Ontario. Nearly one-third of Canada's total population live in this region.
4. Pioneer's log cabin	In the early 1800s, the Great Lakes Lowland had already become the country's most important agricultural area. Early pioneers cleared the land to build their homes and grow their first crops.
5. St. Catharines farmers' market	At first, the farmer-settlers grew only enough to feed their own families. But, as more land was cleared, farmers were able to bring their surplus produce to market in nearby towns.
6. Harvesting celery in Holland Marsh	Farmers grew vegetables such as lettuce, tomatoes, and celery, as well as fruit trees, and later tobacco in areas where the soil was sandy.

Frame	*Text*
7. Workers at looms	By the end of the 1800s, the region had become important as an industrial region, particularly in the curved belt of land around the western end of Lake Ontario. This area became known as the Golden Horseshoe.
8. Village of Bracebridge, Ontario	The main reason for the economic growth and development of the Golden Horseshoe was probably its geographic location — at the heart of a vast transportation network. At first, lakes and rivers provided the main transportation links.
9. Banks of the Welland Canal (built in 1827. This picture taken in 1919 at Thorold.)	The pattern of transport was established early. As transportation routes were developed and used, new industries and communities were built and grew nearby.
10. Digging foundations (for J. J. Foy Building, Toronto, about 1907)	As more people came to live and work in the area, the cities grew and expanded. Offices, warehouses, and plants were built to house the new business and industry.
11. Making Toronto–Hamilton Highway 2 (Oakville)	With the growth of new communities, there also developed a need for a system of roads and highways to connect the various centres to each other and to other parts of the country.
12. Skilled worker	Today the ever-growing population of the Golden Horseshoe includes a highly skilled labor force.
13. Lab technician	The workers not only provide the labor force for the industries of the area, they also are customers for the many goods and services of the region.
14. Map: The Golden Horseshoe	The rapid expansion of the entire Golden Horseshoe is creating what appears to be one continuous built-up area made up of several cities, which is called a "conurbation."
15. Highway 2 (Queen Elizabeth Way) looking west from Highway 27, 1953	One result of this steady expansion is keen competition for land use. The Golden Horseshoe has some of the most fertile agricultural land in the country.
16. Highway 2 (Queen Elizabeth Way) and Highway 427, 1973	But the need for housing, roads, and new industrial development has resulted in the loss of much of the land.
17. Construction site	This is a problem which must be solved by residents of the Golden Horseshoe to ensure the quality of life for present and future generations.
18. Factory emissions, Niagara peninsula	Rapid growth has also brought with it dangers to the environment which affect not only cities but surrounding agricultural areas.
19. Polluted waters	And, as industries expand, wastes are being flushed into the rivers and lakes, causing great harm to the very water systems that led early settlers to this region. Citizens will have to solve these environmental problems if the Golden Horseshoe is to continue to grow and thrive in the future.
20. The end.	

Skill-Training Exercises

Once the students have carefully read through the entire "The Golden Horseshoe" selection they can proceed to the exercises (worksheets A1 to A24) that pertain to it. Copy and distribute the required number of student worksheets, using the duplicating masters provided in the large envelope. Teacher's answer-key sheets are provided at the end of the Teacher's Guide to assist you in checking student responses.

Getting the Meaning (Global Comprehension)
(Worksheets A1–A5)

This is an exercise in reading for global comprehension. The 3-part question format is designed to help students think logically about what has been read and then come to a conclusion. In each item, students will practice (a) true/false discrimination, (b) supplying information, (c) drawing a conclusion.

If you wish only to assure comprehension of the reading selection, parts (b) and (c) need be worked only if part (a) is answered incorrectly. However, all parts of the exercise are useful for most students.

Learning New Words (Synonyms; Definitions)
(Worksheets A6–A13)

One of the greatest stumbling blocks in the way of reading comprehension is that of unknown vocabulary items. Since it is impossible to "learn" each and every lexical item that might be encountered in a new text, students should be encouraged to develop strategies for coping with unknown vocabulary, other than searching for each item in the dictionary.

One aspect of English usage that is important not only for reading and listening comprehension, but for written and spoken communication as well, is the frequent use of the concept of synonymy. The exercises in worksheets A6 to A10 are designed to make students more aware of the fact that the same meaning may be expressed in more than one way.

Second, since new vocabulary may appear in various forms throughout a text, students should be encouraged to make inferences, or informed guesses, on the meaning of unknown lexical items when they recognize the root but not the variation. The teacher may wish to elaborate on the various forms that are possible from a single root, for example: populate/population/populated/unpopulated/overpopulated; (to) train/trained/trainer/training/untrained.

Avoiding Repetition (Pronoun Referents)
(Worksheets A14–A16)

In order to follow longer pieces of discourse, students should understand the use of pronoun referents to replace information that has already been given. Understanding exactly what information is represented by the pronoun referent is crucial to comprehension of a text.

Understanding Graphs
(Worksheets A17–A24)

Although instructions and explanations are given at the beginning of each exercise, the "Understanding Graphs" exercises are likely to require more advance preparation. The following subsection gives information and teaching suggestions that can be used prior to tackling the exercises, while additional resource material (see "Follow-up Graph Activities") provides optional practice once all the other work has been completed.

PREPARING AND INTERPRETING GRAPHS

When comparing statistical information, we often use diagrams instead of numbers alone to show the information in a way that can be readily grasped. Diagrams which represent numerical information are called graphs. In the "Understanding Graphs" exercises (worksheets A17–A24) students are introduced to the three types of graphs most frequently used – bar graphs, pie graphs, and line graphs. (Some students may already be familiar with the techniques used to prepare graphs.) The underlying principles described below can serve as a general guideline as you assist your students with the construction of each of the three types of graphs. While a number of variations are possible for each type of graph, only the most frequently employed and basic formats are presented here.

General

A number of common features characterize most graphs:

– One of the first features to be noted is the *title*. While there is no single rule for wording a graph's title, students should try to use the least number of words to convey the statistical information presented in the graph.

– Because graphs are a visual summary of statistical data, the numerical values are usually *rounded off* to a suitable unit: e.g. tens, hundreds, thousands.
– Since statistics change with time, it is most important that students make it a practice to include the *date* on a graph. The date is frequently indicated in parentheses at the end of the title.
– Because graphs are a visual representation of statistics, *neatness* and *simplicity* are important for clarity of meaning.
– Students should be encouraged to use pencils when preparing graphs. Colors and ink should be used only after graphs have been constructed and checked for accuracy.

The Bar Graph

(For sample graphs, see "Follow-up Graph Activities")

A bar graph appears as a series of columns that represent comparable data. One common type of bar graph has all columns aligned vertically starting from the bottom and extending upwards. These columns, or bars, may touch each other or be separated by a small space. The bars should be of uniform width, as should the intervening spaces.

The information plotted on the *vertical axis* represents the data that change for the relevant category of information (such as population, height, or land area) indicated in the graph's title. The *scale* for the information given on the vertical axis is usually marked on the left-hand side of the graph. It may start at any unit lower than the smallest category of information to be plotted on the graph and should extend up by regular increments to a higher value than the largest category to be plotted. Rapid comparison should be possible between graphs showing the same categories of information. Therefore, if students plan to draw two or more graphs that plot the same category of information, each graph must have a vertical scale which starts at the same unit, increases by the same increment, and extends up to the same maximum value.

The information plotted along the *horizontal axis* (also indicated in the graph's title) identifies what each of the various bars represents: e.g. a city, a country, an individual. If there is sufficient room below each bar, students may print there the corresponding label in one, two, or three lines (the lines can be pencilled in lightly and then erased), trying not to break words between the lines. Where there is not quite enough room, students may use parallel lines set on an angle to the horizontal axis.

There is no fixed order for placement of the bars. However, the purpose of the graph should be kept in mind. For example, if students want to compare several urban areas, it may be most meaningful to arrange the bars in ascending order so as to show a distinct pattern.

The Circle or Pie Graph

(For examples, see "Follow-up Graph Activities")

The circle graph is also known as a pie graph, a wheel graph, or a divided-circle graph. The purpose of the circle graph is to show proportional relationships between the parts of a whole. The representation of each part, as plotted on the circle graph, is called a *sector*.

In order to construct a circle graph, students will need a compass and a protractor. After drawing a circle of suitable size* with the compass, they will need to convert their information into degrees so that they can use the protractor to mark the size of each sector accurately. The following example, using information given about the land area of seven urban centres in the Golden Horseshoe (see worksheet A21), outlines the three steps necessary for this procedure. It does not matter whether one uses hectares or square kilometres. (We have used the latter in our calculations.)

Example:

Step 1. Convert the land area of each of the seven urban areas into a percentage of the total. To do this, add to find the total land area for the seven centres, then divide the area of each centre by the total area and multiply by 100 (see the following chart for calculations). Students should be encouraged to make use of such a chart when preparing a circle graph, as it enables them to check their work quickly if an error in calculation is suspected.

Step 2. Convert each percentage value into degrees. There are 360° in a circle; therefore, 1% is equal to 3.6° (360° ÷ 100 = 3.6).

Step 3. Mark off each of the sectors with the protractor.

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*Note that circle graphs drawn for purposes of comparison should be the same size.

CALCULATION CHART FOR CIRCLE GRAPH

Urban Centre	*Land Area (km^2)*	*% of Total**	*Degrees in Sector* (% x 3.6)*
Oshawa	143.4	11	40
Metro Toronto	630.1	48	173
Guelph	68.7	5	18
Brantford	51.5	4	14
Hamilton	122.8	9	32
St. Catharines	94.4	7	25
Niagara Falls	212.0	16	58
Total	1322.9	100	360°

*Rounded to the nearest whole number

The arrangement of the sectors is not particularly significant. Students should simply try to arrange them in an order that will facilitate labelling. The labels may be marked either inside the appropriate sectors *(internal labels)* or outside the circle with straight lines connecting them to the appropriate sectors *(external labels)*. Students should also indicate the percentage size of each sector, with either internal or external labels. Students may color the sectors or leave them plain.

The Line Graph

(For examples, see "Follow-up Graph Activities")

Whereas the bar graph is used to compare data for a number of discrete units, the line graph is most suitable for indicating growth or changes in direction of a *single category of information*, such as temperature, weight, cost, and so on. Besides indicating an overall pattern for the unit that has been plotted, the line graph draws attention either to the minimum and maximum values or to irregularities in the pattern.

The procedures for constructing the horizontal and vertical scales of a line graph are the same as for bar graphs. The horizontal scale is used to represent units that change steadily or regularly, such as time or dates. Such categories are called *independent variables*, since they occur on a regular basis and do not depend upon anything else. The vertical scale is used to represent information that changes on an irregular or less predictable basis. Because the information plotted on the vertical scale is dependent in some way upon the information on the horizontal scale, it is known as the *dependent variable*.

To plot information on a line graph, students should mark a small dot above each unit on the horizontal scale at a height that corresponds to the correct position on the vertical scale. After all the points have been marked on the graph, they are joined together by a line — solid or dotted — which passes through each of the points. This line is called the *curve*.

A graph which has only one line is called a *simple line graph*. If students wish to compare several sets of information — the increases in weight between three or four individuals, for example — they may plot all the lines on the same graph, labelling each line clearly. Such a graph is called a *compound line graph*.

FOLLOW-UP GRAPH ACTIVITIES

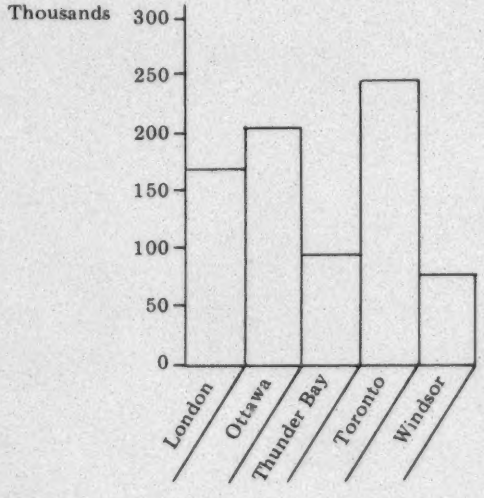
Interpretation

The following graphs provide statistical information which can be used to give students more practice in integrating the geographic and language skills presented in this section of the module. The data provided here can serve as the basis for a variety of oral and written classroom exercises that give students an opportunity to

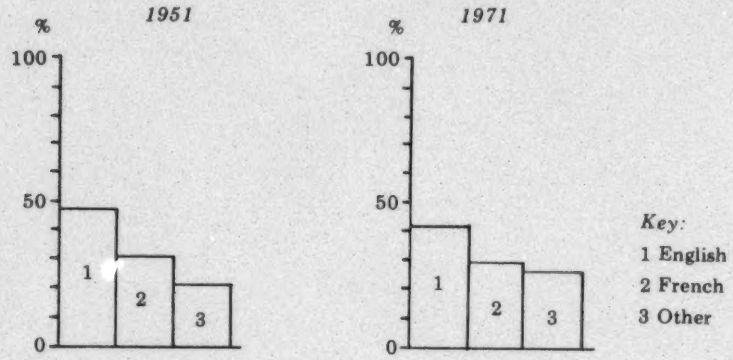
- make a simple statement identifying a single fact as represented on the graph
- make a comparative statement relating two items on the graph

Bar Graphs

1) TOTAL AIRCRAFT FLIGHTS AT AIR-TRAFFIC-CONTROLLED AIRPORTS, BY SELECTED CITY: ONTARIO, 1977

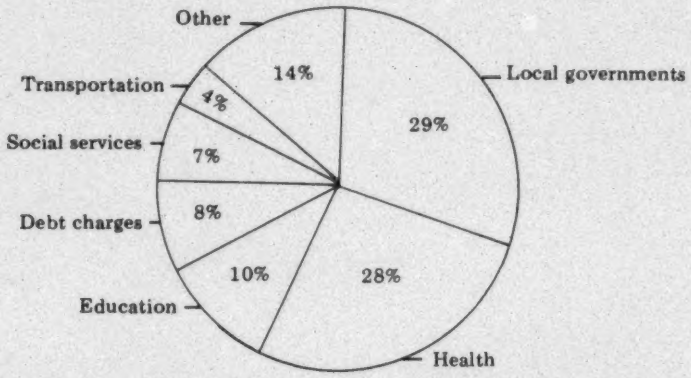


2) CANADA'S POPULATION BY ETHNIC ORIGIN (PERCENTAGE)

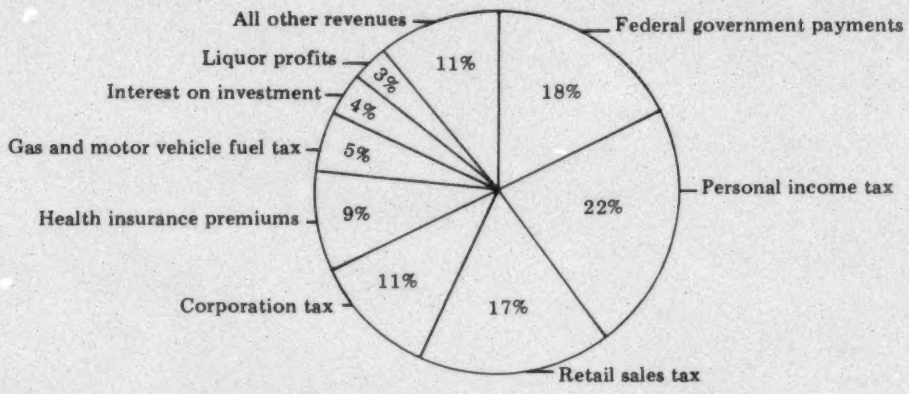


Circle Graphs

1) ESTIMATED EXPENSES, GOVERNMENT OF ONTARIO, 1978-1979

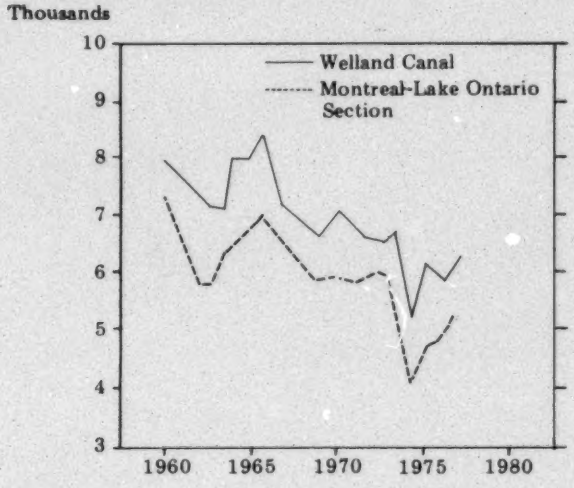


2) ESTIMATED REVENUE, GOVERNMENT OF ONTARIO, 1978-1979

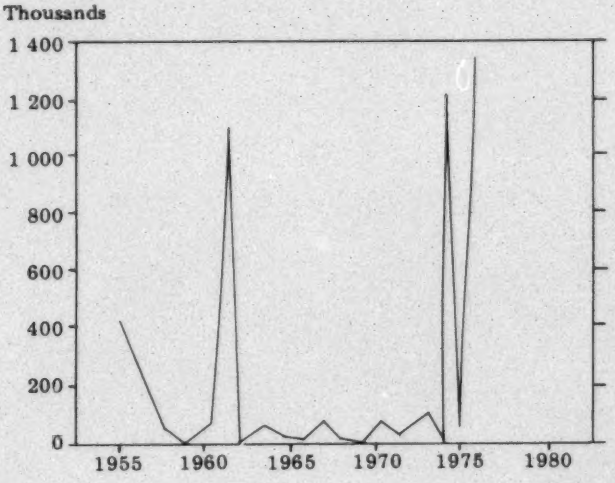


Line Graphs

1) ST. LAWRENCE SEAWAY TRANSITS, 1960-1977



2) ACRES BURNED BY FOREST FIRES IN ONTARIO, 1955-1976



Preparation

The following tables of information may be used to provide further practice, either in preparing and understanding graphs or in mastering language skills.

Bar Graphs

1) NUMBER OF HOUSEHOLDS (1979)
2) NUMBER OF TELEPHONES (1976)

Urban Centre	*Households*	*Telephones*
Brantford	25 930	52 337
Guelph	25 054	51 273
Hamilton	119 528	207 593
Niagara Falls	23 995	43 317
Oshawa	38 416	65 896
St. Catharines	43 331	83 238
Toronto	779 452	1 639 223

Circle Graphs

3) MOTHER TONGUE IN ONTARIO (1976)

Mother Tongue	*No. of Persons*
English	6 457 645
French	462 070
Italian	309 810
German	154 625
Portuguese	88 495
Ukrainian	76 035
Other	715 785

4) ESTIMATED FOREST PRODUCTION IN CANADA (1976)

British Columbia (the Interior)	26.6%
British Columbia (the Coast)	23.0%
Quebec	20.7%
The Atlantic Provinces	17.0%
Ontario	12.7%

Line Graphs

1) VALUE OF CHEQUES CASHED IN CANADA, 1945 to 1975 (BILLIONS OF DOLLARS)

	1945	*1950*	*1955*	*1960*	*1965*	*1970*	*1975*
Canada	75	100	175	260	400	750	2250
Ontario	40	45	80	160	245	400	2000
Toronto	25	35	55	100	175	315	800

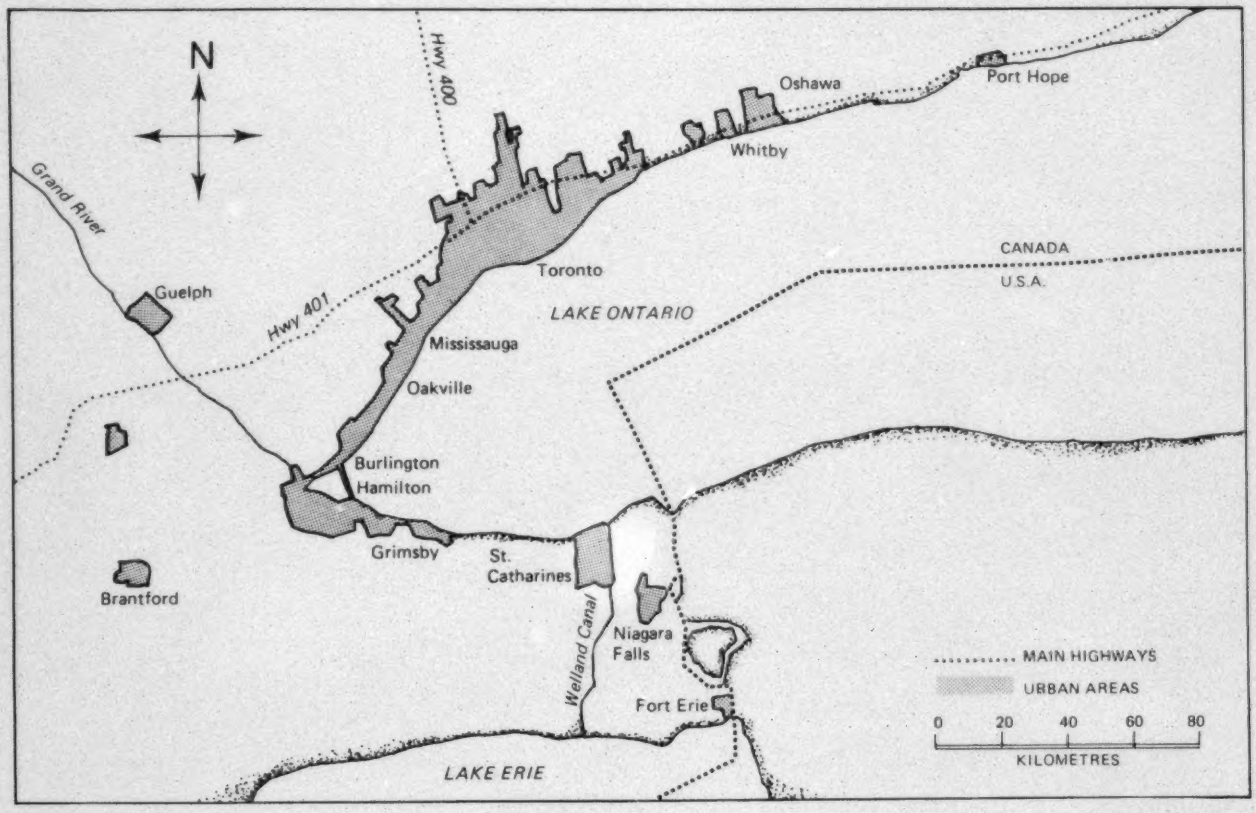
2) VALUE OF MINERAL PRODUCTION IN ONTARIO, 1962 to 1978

Year	*Value (billions of dollars)*
1962	0.9
1964	0.8
1966	0.9
1968	1.4
1970	1.6
1972	1.5
1974	2.4
1976	2.5
1978	2.7

BRAIN TEASER

Marta, Salim, Michelle, and Kurt have recently come to live and study in Ontario. Each has settled in one of four different cities — Toronto, St. Catharines, Guelph, and Oshawa. Look at the map below and try to discover where each student lives, given the following facts:

1. Kurt lives in a city to the east of Salim and Michelle.
2. Salim lives in a city that is much larger than the other cities.
3. Marta lives in a city that is smaller than Toronto but larger than the other two cities.
4. Michelle lives in a city to the west of the cities where Salim and Kurt live.



16

Section B: Canadians from Many Lands

OBJECTIVES

Section B provides an opportunity for students to
- practise listening for information
- understand numbers
- learn basic facts about immigration to Canada
- interpret and plot data on graphs

HOW TO USE THE MATERIALS

The listening comprehension tape, "Canadians from Many Lands," begins with a recorded talk and continues with two listening-comprehension exercises, "Getting the Meaning" and "Understanding Numbers" (worksheets B1 and B2). Worksheet masters for duplication are provided in the large envelope, and a teacher's answer key is provided at the end of the Teacher's Guide. Although the tape is largely self-explanatory, with explanations and instructions for students included on the tape, the following suggested procedure may also be helpful.

Recorded Talk: "Canadians from Many Lands" (Complete transcript, pp. 14-15)

— Have students listen once to the entire recorded talk on side 1 of the audiocassette, stopping the tape at the end of the talk (see transcript).
— Discuss with the students some of the points of information presented.
— Review difficult vocabulary if you feel this is necessary for global comprehension.

Skill-training Exercises

Getting the Meaning
(Worksheet B1)

— Distribute copies of worksheet B1 ("Getting the Meaning") and explain how to answer multiple-choice questions if your students are unfamiliar with this type of exercise.
— Continue side 1 of the audiocassette, stopping it again at the "beep" signalling the end of the "Getting the Meaning" exercise and the end of side 1. This comes at the end of the second reading of the final paragraph (see transcript).
— Check the students' responses to the listening comprehension questions (worksheet B1).

Understanding Numbers
(Worksheet B2)

— Distribute copies of worksheet B2 ("Understanding Numbers").
— Begin side 2 of the audiocassette, for part 1 of the "Understanding Numbers" exercise. Stop the tape at the sound of the "beep" signalling the end of part 1 of the exercise.
— Verify that the students have been able to complete the line graph on worksheet B2. It may be useful to draw a simple graph frame on the blackboard and have students complete it, checking their own graphs against the corrected one.
— Have the students decide on a suitable title and write it in the space below the graph on worksheet B2. (A possible title might be "The Pattern of Immigration to Canada, 1880–1970.")
— Start the tape at "Understanding Numbers," part 2, and stop it at the sound of the "beep" signalling the end of part 2. (This is the end of the narration. To prepare for replay of side 1, run the tape forward to the end of side 2.)
— Go over with the students the answers to the five questions asked in part 2.

TRANSCRIPT OF RECORDED TALK AND LISTENING EXERCISES
(Audiocassette, side 1 and side 2)

CANADIANS FROM MANY LANDS

In a moment, you are going to hear a talk about many different peoples who have come to Canada as immigrants from different countries around the world.

Listen carefully and, as you listen, try to discover what groups of people have immigrated to Canada, when they came to this country, and where they settled when they arrived. Now let's begin.

CANADIANS FROM MANY LANDS

If you are a Canadian, then either you are an immigrant, or your parents were immigrants, or you are descended from immigrants. Your family may have arrived in Canada last year, or as long as 400 years ago. You may belong to one of the two founding peoples, the French who settled here in the 1600s, or the British who came after the fall of Quebec in 1763. Or you could belong to one of the many groups which have come since then — Germans, Italians, Poles, Ukrainians, Swedes, or Japanese, to name just a few. Or perhaps your family has come recently, as refugees fleeing hardship and persecution, from countries such as Hungary, Uganda, Chile, or Viet Nam. All those people who have come from many different lands with many different cultures make up the pieces of Canada's cultural mosaic. They have left their homes and set out for an unknown land for a variety of reasons, but each person has come with the same desire to start a new life and search for new opportunities in this country.

Even if you belong to one of Canada's native peoples, the Indian or Inuit, you are still descended from immigrants. Your ancestors probably came to what is now Canada across a land bridge which once linked Siberia, on the Asian continent, with Alaska on the North American continent. These people, who have been here now for several thousand years, were Canada's first immigrants.

The first Europeans in Canada were the Norsemen, who touched the shores of Newfoundland briefly in 1000 A.D. but did not stay. Almost 500 years later, fishermen from several European nations discovered the rich fishing grounds off the Grand Banks of Newfoundland, but again, most of them returned with their catch to their own countries. The first real settlers were the French, who began to clear the wilderness and farm the land along the shores of the St. Lawrence River in the early 1600s. The river was their one means of transportation and communication, the lifeline of the settlements of New France.

In 1763 New France fell to the British. From that time on, the number of English-speaking immigrants steadily increased. Before the fall of New France, many English, Scottish, and Irish settlers had already settled in the Atlantic region. And soon after, large numbers of "loyalists" — settlers mostly of Scottish, English, and German background — moved north from the newly independent United States to what is now Southern Ontario. Each new wave of immigrants opened up new territory. They had to overcome a harsh climate and rugged country. They had to clear the land and build homes and farms out of the forests. Life was not easy or comfortable, and many newcomers did not survive the ordeal. The immigrant had to be strong and determined in order to master the new environment.

Until about 1900, most immigrants came to Atlantic Canada, to the St. Lawrence valley, and to Southern Ontario. They came to farm, to fish, and to cut timber Then, at the turn of the century, when the west was opened up by the building of a transcontinental railway, many immigrants headed for the western prairies. Thousands of Ukrainians, for example, went to work on wheat farms, helping to make wheat one of Canada's most important products. At the same time, other immigrants came looking for work in the towns and cities. Many found jobs on construction projects and in the new manufacturing industries. One of the largest groups were the Italians, who worked mainly on large construction projects, building railways, roads, and canals. Many workers used the money they saved to start businesses of their own.

In 1900, two-thirds of all Canadians lived in the country. Today, three out of four Canadians live in an urban setting. The change from a rural to an urban population began with the great wave of immigration before World War I — the largest flood of newcomers ever to arrive in Canada. Then, between the two world wars, the number of immigrants decreased. And in the years after World War II, a second great wave of immigration occurred, with the largest number of people coming from Great Britain, the United States, Italy, and Germany. Of the four million immigrants coming to Canada since World War II, half have settled in the province of Ontario. Most of these have settled in the cities of the Golden Horseshoe. Here they make up a large part of the labor force in the industries and services of this important economic region.

Up until the middle of the 1960s, immigrants to Canada had come mostly from the countries of eastern and western Europe. But around 1965, a new wave of immigration began as the Canadian government decided to allow tens of thousands of West Indians, East Indians, and Chinese to enter the country. The majority of these new Canadians have also settled in Southern Ontario.

Regardless of their country of origin, new immigrants to Canada always face special difficulties. Four hundred years ago, physical hardships were the greatest obstacle. Today, adapting to city life and a strange culture may pose the greatest problems. When different cultural groups meet in our cities, racial tension and prejudice sometimes arise. It is not always easy to fit a new piece into the Canadian mosaic. Immigrants arriving in Canada are often torn between keeping the customs and language they have known and adopting the new ways they encounter here. For Canadians who are born here it is sometimes too easy to forget that we were all immigrants once. Only by making special efforts can we fit each new piece into the ever-expanding cultural mosaic and preserve this land of immigrants as a land of balance and promise.

Getting the Meaning

Let's listen to the talk again. This time, the narrator will stop reading after each paragraph and we will ask you to complete a statement by choosing the ending that makes sense according to the meaning of the paragraph.

We will read the first part of the statement, then we will read three possible endings. You are to choose either (a), (b), or (c). Make a check mark in the empty box on your answer sheet beside the ending you choose.

Try this example:

[1.] The Canadian "cultural mosaic" refers to
a) a work of art made of pieces of coloured glass

b) a joining together of many ethnic groups to make up Canadian society
c) a large construction project

The best ending for this statement is (b). "The Canadian 'cultural mosaic' refers to a joining together of many ethnic groups to make up Canadian society." You should have put a check mark in the box beside ending (b) on your answer sheet.

Now listen to the first paragraph.

[Paragraph 1 is read again, followed by the first question (below). Each of the following six paragraphs is read in turn, followed by one question. There is no question following the last paragraph.]

1. The Canadian "cultural mosaic" refers to
a) a work of art made of pieces of coloured glass
b) a joining together of many ethnic groups to make up Canadian society
c) a large construction project

[Paragraph 2]

2. The Indian and Inuit peoples have not always lived in North America.
a) They moved up to Canada from South America.
b) They came with the Norsemen on their early voyages of exploration.
c) They migrated to North America from Siberia across a land bridge.

[Paragraph 3]

3. The French settlers of New France made a living by
a) fishing for cod off the Grand Banks of Newfoundland
b) farming along the shores of the St. Lawrence River
c) hunting and trapping in the northern forests

[Paragraph 4]

4. After the American War of Independence, a large number of immigrants moved north to Canada from the United States. Many of these immigrants were:
a) English, Scottish, and German "loyalists"
b) soldiers who wanted to get out of the army
c) Italian immigrants who opened many restaurants

[Paragraph 5]

5. Most immigrants who came to Canada before 1900
a) came to work in the cities
b) found jobs on large construction projects
c) settled in rural areas to farm, fish, or cut timber

[Paragraph 6]

6. Since the end of World War II the majority of newcomers to Canada have settled
a) in the industrial centres of Southern Ontario
b) in an even distribution across the entire country
c) in the Atlantic region

[Paragraph 7]

7. In the years since 1965
a) immigration from European countries has increased
b) the government has placed many restrictions on immigration
c) many thousands of East Indians and Chinese have come to Canada

[Paragraph 8]

[After the reading of the final paragraph — for which there is no question — a "beep" indicates the end of side 1.]

* * *

[Side 2]

Understanding Numbers, Part 1

Canada has always attracted many immigrants from many different lands. And although the number of immigrants each year has continued to rise, it has not increased at a steady rate.

Listen carefully to the following figures that give the number of immigrants who came to Canada in the calendar years given, from 1880 to 1970.

As you listen to the tape, mark the correct points on the blank line graph you have been given (worksheet B2). The first two figures are already marked on the graph for you.

In the year 1880, immigration to Canada was 38 500
In 1890, it was 75 000
In 1900, it was 41 500
In 1910, it was 287 000
In 1920, it was 140 000
In 1930, it was 105 000
In 1940, it was 11 000
In 1950, it was 74 000
In 1960, it was 104 000
In 1970, it was 150 000

Listen to the figures one more time to check your graph. [Figures are repeated]

When you have marked all the points on the graph, connect the points with a light pencil line.

This is the end of Part 1 of the exercise.

* * *

[At the "beep," the teacher stops the tape.]

Understanding Numbers, Part 2

You have just completed a line graph to show a pattern of immigration in Canada over a period of time from 1880 to 1970.

Answer the following questions by looking at the information you have recorded on your graph. Write your answers in the blank spaces provided on the sheet below the line graph.

1. In which of these years did immigration to Canada reach its highest peak?
2. In which year did immigration reach its lowest peak?
3. What major world event might explain the low rate of immigration at this low point?
4. A change occurred in the pattern of immigration between the years 1900 and 1910. Was this change an increase or a decrease in immigration?
5. Between 1940 and 1970, we can see a trend in immigration. What was the direction of this trend?

This is the end of Part 2.

* * *

[At the "beep" the teacher can stop the tape. Run tape forward to end of side 2. Turn tape over. You are now ready to replay side 1.]

Section C: The Changing Mosaic

OBJECTIVES

Section C gives students an opportunity to

- read for information
- organize information in chronological order
- recognize and use discourse connectors
- summarize information
- develop individual research skills
- present a brief oral report

HOW TO USE THE MATERIALS

The reading selection "The Changing Mosaic" serves as a basis for class discussion as well as a reading comprehension exercise. While introducing some general ideas about immigration in the city of Toronto, the text focuses on one example of a pattern of immigration and settlement — that of Italian-speaking immigrants coming to Toronto from about 1930 to the present. After discussion and reading of the text, students may proceed with the skill-training exercises.

Skill-training Exercises (Worksheets C1–C10)

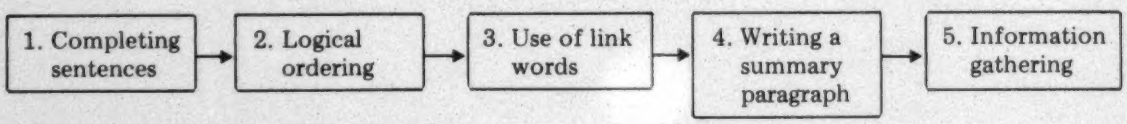
The chart and summary below indicate the progression of exercises that are associated with the reading selection "The Changing Mosaic." The required number of student copies for each worksheet can be made from the duplicating masters in the large envelope. Teacher's key sheets are provided at the end of the Teacher's Guide to assist you in presenting the first four exercises and in checking responses.

Completing Sentences

While filling in the blanks of worksheet C1, students should be free to refer to the text, "The Changing Mosaic," to ensure that they have the right information. They should work in pencil so that errors can be erased and corrected easily.

Verify that the students have completed the exercise properly by asking volunteers to read the sentences aloud, one at a time, and write the missing information on the blackboard.

PROGRESSION OF EXERCISES IN SECTION C



1. *Complete* ten sentences so that they are true according to the text.
2. Rearrange these ten sentences in the *order* that makes sense according to the meaning of the text.
3. Use *link words*, or "discourse connectors," to indicate time sequence.
4. Choosing the appropriate link word or phrase (indicating time sequence) for the beginning of each sentence, compose a *summary paragraph* of the text.
5. Undertake *information gathering* and presentation of short compositions.

Logical Ordering

When the students have finished the exercises (worksheet C2), verify that they have put the sentences in a sequence which makes sense according to the meaning of the text, by having the sentences read again, one by one, in a logical order. This verification could take the form of an activity: ten students each write out one of the sentences on a large card or piece of paper; these, or another ten students, then hold up the sentence cards at the front of the room, deciding on the proper order themselves, or following the directions of the rest of the class.

Use of Link Words

Logical order is often a matter of time sequence. A number of linking words or phrases, called "discourse connectors," are useful in obtaining coherence between ideas in sentences and paragraphs:

at first	*in the past*	*at that time*
later	*today*	*over the years*
now	*meanwhile*	*before long*

If students need practice in the use of these connectors, explain their use and have the students complete the "Link Words" exercises (worksheets C4 to C7). (Note that although all the discourse connectors are used here at the beginning of a sentence — to emphasize their linking function — they can also be used elsewhere in the sentence.) When students adequately understand the meaning and use of these connectors, have them move directly to the fourth exercise, "Writing a Summary Paragraph."

Writing a Summary Paragraph

The list of discourse connectors provided for this exercise (worksheet C8) should not be regarded as exhaustive. Other appropriate link words can also be used.

Characteristics of paragraphs may be reviewed if time permits, with specific reference to paragraphs in "The Changing Mosaic" reading selection.

Follow-up Information-gathering Activity

Divide the class into small groups (or pairs) of students. Ask each group to collect information about a particular ethnic group, preferably one that is represented in the classroom.

Develop with the class a topic outline as a guide for gathering information (or simply provide one on the blackboard, such as the outline shown below). Encourage students to gather anecdotal information from parents, relatives, and friends, as well as factual information from textbooks and other library sources.

Ask students to prepare written statements, consisting of a minimum of six sentences, to be presented orally to the class.

Encourage students to include "visuals" — personal or family photographs, maps, illustrations from newspapers or books, and so on — in their presentations wherever possible.

	FACTS	FEELINGS
THEN	Did your parents or your grandparents come to Toronto as immigrants? When did they come? What kind of work did they find?	What did they think of the city when they first arrived? Did they find it hard to adjust to their new country? What did they like most about their new life? What did they like least?
NOW	Do immigrants still arrive from your homeland? Were you born in Toronto? How many others from the same ethnic background live in Toronto? Do they form a separate ethnic community? Do you take part in any special festivals or cultural events in Toronto?	Is life different today for immigrants from your home country than it was for the early immigrants? What do you like most about life in Canada? Is it a good thing to have two cultures?

Useful Concepts and Terms

Agricultural area. A region whose economy is based mainly on farming.

Climate. The average course of weather conditions (temperature, wind, dryness, light, etc.) as measured over a long period of time.

Commerce. Buying and selling of goods and services on a large scale.

Conurbation. A continuous network of urban communities that have grown so large that they merge into one another, forming a large continuous city.

Environment. All the conditions that influence the life of an individual or a community.

Industry. The large-scale organization of the production of goods and services.

Labor force. The people who live and work in a city, region, or country.

Landscape. The shape of the land due to natural landforms.

Manufacturing. The processing of raw materials into finished products for sale at a profit.

Natural resources. Natural sources of wealth of an area, as found in or on the land and water.

Physiographic region. An area with natural landform features that unify it and distinguish it from other regions.

Services. Work done for the help or benefit of others.

Square kilometre (km^2). An area of land that measures 1 kilometre on each of its four sides (or the equivalent surface area).

Subsistence farming. Farming to produce only the necessities of life for the farm household.

Transportation network. A complex system of routes for the movement of goods and people by air, rail, road, and water.

Vegetation. All the plant life growing in an area.

Weather. The day-to-day conditions of temperature, wind, dryness, light, etc. of the atmosphere.

References and Resources

TEXTBOOKS

Krueger, R. R., and Corder, R. G. *Canada: A New Geography*. Rev. ed. Toronto: Holt, Rinehart and Winston, 1974.

Martinello, I. L. *Call Us Canadians*. McGraw-Hill Ryerson, 1976.

Molyneux, J., and Jones, E. *Canada: Profile of a Nation*. McGraw-Hill Ryerson, 1974. In particular chapter 6, "The Golden Horseshoe."

Tomkins, D. M., et al. *Canada: The Land and Its People*. Gage Educational Publishing, 1975.

Wiley, W., et al. *Canada: This Land of Ours*. Ginn and Co., 1976. In particular chapter 9, "The Great Lakes Lowland."

OTHER REFERENCES

Geography

Baine, Richard P., and Lynn, A. *Toronto: An Urban Study*. Toronto: Clarke, Irwin & Co., 1977.
This text provides a complete and well-illustrated study of various aspects of Metropolitan Toronto. The concise text is supported by a wide variety of photographs, maps, charts, diagrams, and statistics which can be adapted to a wide variety of learning activities.

Bourne, Paula. *Problems of Urbanization*. Canadian Critical Issues Series. Toronto: OISE Press, 1981.
Controversial political, economic, and social issues brought about by urban development are presented through a case-study approach.

Hamilton, J. *Portuguese in Transition*. Report no. 91. Toronto: The Board of Education for the City of Toronto, Research Department, 1970.
A comprehensive overview of the social, cultural, and historical background of Metro Toronto's Portuguese community providing insight into the transitional problems faced by the Portuguese in Canada. A good reference for teachers.

Hardwick, Francis C. (ed.). *From an Antique Land: Italians in Canada*. Canadian Culture Series, no. 6. Vancouver: Tantalus Research Ltd., 1976.
Reading passages, suggested activities, and illustrations focus on the experience of Italian immigrants and their descendants in Canada, as well as on the cultural heritage of their homeland. Available from: Tantalus Research Ltd., 2405 Pine St., Vancouver, B. C. V6N 4N8.

Language

Allen, J. P. B., and Howard, J. "Subject-related ESL: An Experiment in Communicative Language Teaching." *Canadian Modern Language Review*, 1981, 37(3), 535-550.

Brumfit, C. J., and Johnson, K. (eds.). *The Communicative Approach to Language Teaching*. London: Oxford University Press, 1979.
This collection of papers by major sociolinguists and applied linguists highlights the theoretical background and the practical implications of the notional, functional, and communicative approaches to English language teaching. A useful introduction to the major linguistic influences on language teaching, from theory to practical application in syllabus design and teaching materials.

Johnson, K., and Morrow, K. (eds.). *Functional Materials and the Classroom Teacher: Some Background Issues*. University of Reading, Centre for Applied Language Studies, 1978.
Five papers by noted applied linguists demonstrate how the functional/notional/communicative approach to syllabus design can operate in the context of language teaching where the primary focus is on meaning rather than form.

Mackay, R. "Teaching the Information-gathering Skills." In R. Mackay, B. Barkman, and R. R. Jordan (eds.), *Reading in a Second Language*. Rowley, Mass.: Newbury House, 1979, pp. 79-90.

Mohan, B. A. "Relating Language Teaching and Content Teaching." *TESOL Quarterly*, 1979,

13(2), 171-182. (Teachers of English to Speakers of Other Languages)

Strevens, Peter. "Special Purpose Language Learning: A Perspective." *Language Teaching and Linguistics Abstracts*, 1977, 10(3), 145-163.

Widdowson, H. G. *Teaching Language as Communication*. London: Oxford University Press, 1978.

FILMS

Family Tree (n.d.)/color, 16mm, 15 min.

This light-hearted, animated film traces the settlement of Canada from the time of the North American Indian civilization, through French and then English colonial rule, and up to the time of the western expansion in the early twentieth century. The "roots" of Canada's "family tree" are seen as reaching back to mainly European origins./Ministry of Culture and Recreation, Resource Centre, 77 Bloor St. W., Toronto M7A 2R9./Tel.: (416) 965-6763.

Canada: Landform Regions (1964)/color, 16mm, 15 min.

A well-photographed aerial view of the Canadian landscape, this excellent film provides an interesting introduction to the physical geography of Canada./ National Film Board, 1 Lombard St., Toronto, Ontario/Booking office: (416) 369-4092

The Italian in Transition (1973)/color, 16mm, 23 min./A. Wolfgang, Producer

This film shows the problems encountered by immigrant parents and their children in adapting to the values of Canadian society./International Tele-Film Enterprises, 47 Densley Ave., Toronto, Ontario./Tel.: (416) 241-4483/Rental: $35, Purchase: $380.

FILMSTRIPS AND SLIDE SETS

Canada's Geography (General) Series

Color filmstrips and accompanying teacher's manual dealing with the physical geography of Canada, including: "An Introduction to Canada's Geography" (48 frames), 1964; "Canada's Seven Regions" (48 frames), 1966; "The Southern Ontario and St. Lawrence Lowlands" (42 frames), 1964./Available: National Film Board, 1 Lombard St., Toronto, Ontario/Price: $8 each filmstrip.

CAG Slide Sets: Urban Series. Canadian Association of Geographers, 1973-78. Each $10.00.

Some titles: "Central Toronto: Diversity in the Downtown Area"; "Hamilton: Steel City"; "Toronto: A Complex Metropolis." Each set contains 20 slides and a detailed guide emphasizing a specific theme./ Available: Canadian Association of Geographers, Burnside Hall, McGill University, 805 Sherbrooke St., Montreal, P.Q. H3A 2K6.

MAPS

Ontario/Canada Official Road Map. Free on request from: Ontario Department of Transportation and Communications, Map Office, 1201 Wilson Ave., Downsview, Ontario./Tel.: (416) 248-3476

Answer Key to Student Worksheets

GETTING THE MEANING ●Worksheet A1

Read "The Golden Horseshoe" again, one paragraph at a time. Stop after each paragraph and answer the questions *for that paragraph only*. Then go on to the next paragraph.

Each question has 3 parts:

(a) Decide whether the sentence is TRUE or FALSE, and mark the correct answer.

(b) Fill in the blanks with the correct information (you should then be able to tell whether your TRUE/FALSE choice is correct).

(c) Write out the TRUE form of the statement in part (a).

Example (Paragraph 1):

1. (a) Canada is a huge country with many different physical features, but large regions within the country do have similar characteristics.

TRUE ✓ FALSE.....

(b) If you travelled across Canada, you would notice many differences in climate, soil, vegetation, and landscape because the country is so large. However, you would also notice that certain parts of Canada have a similar climate, soil, vegetation, and landscape.

(c) THEREFORE (the statement is TRUE, that): Canada is a huge country with many different physical features, but large regions within the country do have similar characteristics.

Paragraph 2

2. (a) The Great Lakes Lowland is a large area with a small population.

TRUE..... FALSE ✓

(b) The Great Lakes Lowland is *smaller* than *any other region* in Canada. However, it has *more people* living in it than any one of the other regions.

(c) THEREFORE: *The Great Lakes Lowland is a small area with a large population.*

Paragraph 3

3. (a) Poor soil and a harsh climate made it difficult for agriculture to develop in the Great Lakes Lowland region.

TRUE..... FALSE ✓

(b) By the 1800s, the region had already developed as the *richest and most important* agricultural area in Canada. Throughout much of the Great Lakes Lowland the soil is *very fertile*, the temperature is *warm* during the summer months and there is *enough rainfall* for the crops to mature.

(c) THEREFORE: *Fertile soil and a favorable climate made it easy for agriculture to develop in the Great Lakes Lowland region.*

Paragraph 4

4. (a) When a farmer produced more crops than he could use himself he usually gave away the surplus to his neighbors.

TRUE..... FALSE ✓

(b) At first *most farmers* worked their land just to *feed their own families and their livestock*. However, as they cleared more land they were able to *produce more crops*. Then they sold their *surplus produce* in the towns.

(c) THEREFORE: *When a farmer produced more crops than he could use himself he sold the surplus.*

Paragraph 5

5. (a) Over the years industrial development became concentrated in a narrow strip of land around the eastern end of Lake Ontario.

TRUE..... FALSE ✓

(b) A large number of *businesses and industries* were attracted to one particular area. This was a curved *belt of land* which stretched around the *western end of Lake Ontario*

(c) THEREFORE: *Over the years industrial development became concentrated in a narrow strip of land around the western end of Lake Ontario.*

Paragraph 6

6. (a) The Golden Horseshoe has become an important manufacturing area because it has a large supply of valuable minerals.

TRUE..... FALSE..✓...

(b) Over the years the *Golden Horseshoe* has come to be *the most important* economic area in Canada. This has happened in spite of the fact that there are *no valuable minerals*, such as *gold, silver, nickel, or uranium* in the area.

(c) THEREFORE: *The Golden Horseshoe has become an important manufacturing area even though it does not have a large supply of valuable minerals.*

Paragraph 7

7. (a) When industries first developed in the Golden Horseshoe region, it was difficult to ship manufactured goods to other places.

TRUE..... FALSE..✓...

(b) A very *important reason* for the economic growth of the Golden Horseshoe is the *network of transportation routes* which exists in the area. At first, *rivers and lakes* provided the main transportation routes. Later, goods and raw materials were moved along a network of *rail lines* and *highways*.

▶

(c) THEREFORE: *When industries first developed in the Golden Horseshoe it was easy to ship manufactured goods to other places.*

Paragraph 8

8. (a) Today, the people who live and work in the Golden Horseshoe are important not only as producers but also as consumers of the region's products.

TRUE..✓... FALSE.....

(b) The workers who make up the *labor force* in the Golden Horseshoe have become *a valuable part* of the economy of this area. This is because they *provide the labor* for industry. In addition, these workers are important because they become *customers* for many of the *goods and services* that are produced in the region.

(c) THEREFORE: *Today, the people who live and work in the Golden Horseshoe are important not only as producers but also as consumers of the region's products.*

Paragraph 9

9. (a) The rapid growth of the Golden Horseshoe has been a mixed blessing.

TRUE..✓... FALSE.....

(b) Some of the *businesses and industries* in the area are owned by foreigners, with the result that plants sometime close because of *difficulties in other parts of the world*. Also, some people think that *pollution* is having an adverse effect on the *quality of life*. Other people are worried because the *towns and cities* are growing so large that they are creating a continuous *conurbation*. These are some of the *problems* brought about by rapid growth and expansion.

▶

(c) THEREFORE: *The rapid growth of the Golden Horseshoe has been a mixed blessing.*

Paragraph 10

10. (a) As a result of the increasing population, farmers have more land available to grow their crops.

TRUE..... FALSE..✔...

(b) Every year *more people* come into the region. It follows that *more housing* must be provided for them. The *towns and cities* continue to grow, and they are *spreading* into the agricultural land. Because every year there are more houses, every year there is *less land available for farmers*.

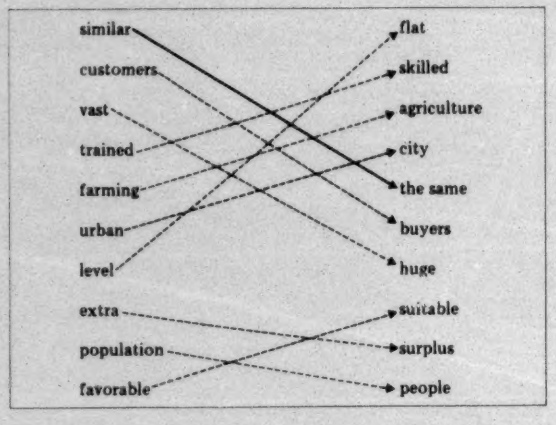
(c) THEREFORE: *As a result of the increasing population, farmers have less land available to grow their crops.*

□

LEARNING NEW WORDS: SYNONYMS

Often in English there are two or more words that can mean the same or almost the same thing. Words that have the same meaning are called *synonyms*.

(i) Find the synonyms in the lists below and join them with an arrow. One pair is joined for you.



(ii) Using the words in the box, write each pair of synonyms side by side.

similar	*the same*
customers	*buyers*
vast	*huge*
trained	*skilled*
farming	*agriculture*
urban	*city*
level	*flat*
extra	*surplus*
population	*people*
favorable	*suitable*

(iii) Fill in the blanks with a synonym of the word in brackets at the end of the sentence.

1. Nearly one third of Canada's *population* lives in the Great Lakes Lowland region. *(people)*

2. The *favorable* conditions for agriculture caused many early settlers to become farmers. *(suitable)*

3. Canada is a *vast* and complex country, the second largest country in the world. *(huge)*

4. Large areas of *flat* land made southwestern Ontario an ideal location for growing wheat crops. *(level)*

5. Today many *skilled* workers are employed in the factories and industries of the Golden Horseshoe. *(trained)*

6. Until the end of the 1800s *agriculture* was the most important occupation in the Great Lakes Lowland. *(farming)*

7. Business and industry need a steady supply of workers to manufacture goods as well as *customers* to buy these products. *(buyers)*

8. The *urban* development in the Golden Horseshoe may soon stretch from Oshawa in the east to Niagara Falls in the south. *(city)*

9. The physiographic regions of Canada are large areas, each made up of lands having *the same* natural landforms. *(similar)*

10. If a farmer had any *surplus* produce he could not use himself, he would try to sell it at the local market. *(extra)*

11. The *fertile* soil of southern Ontario has helped create one of the most important *agricultural* areas in Canada. *(rich) (farming)*

(iv) In the paragraph of "The Golden Horseshoe" that is indicated in brackets, find the word or group of words having the same meaning as each of the following:

1. very nearly (1) *approximately*
2. landscape (1) *natural landforms*
3. a three-sided, closed figure (2) *a triangular shape*
4. has less land (2) *is smaller*
5. the region with the best farmland (3) *the richest and most important agricultural area*
6. time needed for crops to grow properly (3) *growing season*
7. cut down trees in order to plant crops (4) *clear the land*
8. looked like (5) *resembled*
9. people who first came to make their home in the region (5) *early settlers*
10. brought in from outside the area (6) *imported*
11. the ability to reach something easily (7) *easy access*
12. a rapidly increasing number of people (8) *fast-growing population*
13. gradually coming together (9) *merging*
14. able to be used (10) *available*
15. very quickly (10) *rapidly*

LEARNING NEW WORDS: DEFINITIONS ●Worksheet A9

A DEFINITION explains the meaning of a word for us. A definition is usually made up of three parts:

1		2		3
Word or phrase defined	+	Verb "to be"	+	Explanation

For example:

A city boundary	is	an imaginary line that marks the limits of a city.

Or, if there are more than one:

Settlers	are	people who have moved to a new land to live.

(i) Using the explanations in the following list, complete the definitions that follow the list. Be careful to use the correct form of the verb "to be."

- the animals raised on a farm
- a complex system of road, rail, river, and air routes
- all the plant life that grows in an area
- extra crops a farmer cannot use for himself and his family
- the growth and expansion of towns, cities, industries, and services
- the process of changing a raw material into a finished product
- the people who work in the businesses and industries of a region
- the valuable commodities supplied by nature and used to satisfy human wants
- the basic substances used to manufacture a finished or semi-finished product
- an area of land with similar natural landforms
- a continuous built-up area made up of several expanding cities and towns
- an area that is built up with housing, businesses, and industries

Definitions

1. Surplus produce *is extra crops a farmer cannot use for himself and his family.*

2. A transportation network *is a complex system of road, rail, river, and air routes.*

Worksheet A10

3. The labor force *is the people who work in the businesses and industries of a region.*

4. Urban development *is the growth and expansion of towns, cities, industries, and services.*

5. Vegetation *is all the plant life that grows in an area.*

6. Raw materials *are the basic substances used to manufacture a finished or semi-finished product.*

7. Manufacturing *is the process of changing a raw material into a finished product.*

8. Natural resources *are the valuable commodities supplied by nature and used to satisfy human wants.*

9. A physiographic region *is an area of land with similar natural landforms.*

10. A conurbation *is a continuous built-up area made up of several expanding cities and towns.*

11. Livestock *is (are) the animals raised on a farm.*

12. An urban area *is an area that is built up with housing, businesses, and industries.*

(ii) Use the key words given in brackets to write a sentence that *defines* the meaning of each of the following words or phrases.

Example: LIVESTOCK (. . . animals . . . raised . . . farm)
Livestock is all the animals that are raised on a farm.

1. BOUNDARY (. . . line . . . limits . . . city . . .)

The boundary is the imaginary line that marks the limits of a city or town.

2. VEGETATION (. . . plants . . . grow . . . area)

Vegetation is all the plants that grow in an area.

3. LABOR FORCE (. . . people . . . work . . . industry)

The labor force is the people who work in the industry of an area.

4. SETTLERS (. . . people . . . moved . . . land . . . live)

Settlers are people who have moved to a new land to live.

5. MANUFACTURING (. . . process . . . changing . . . materials . . . product)

Manufacturing is the process of changing raw materials into a finished product.

6. RAW MATERIALS (substances . . . manufacture . . . products)

Raw materials are basic substances used to manufacture finished products.

7. TRANSPORTATION NETWORK (system . . . highways . . . air routes)

A transportation network is a complex system of highways, rivers, railways, and air routes.

(iii) There are many different ways of dividing Canada into regions of similar conditions. Write a definition for each type of region listed below.

Example
A climatic region is an area of land in which all parts have the same type of climate.

1. physiographic region — natural landforms
2. natural vegetation region — plant life
3. soil region — soil
4. linguistic region — language

1. *A physiographic region is an area of land in which all parts have the same natural landforms.*

2. *A natural vegetation region is an area of land in which all parts have the same type of plant life.*

3. *A soil region is an area of land in which all parts have the same type of soil.*

4. *A linguistic region is an area of land in which most people speak the same language.*

(iv) Write a definition for each of the following terms.

1. urban sprawl
2. an agricultural area
3. the Golden Horseshoe
4. a conurbation
5. an industrial area

1. *Urban sprawl is the spreading of an urban area into open land.*

2. *An agricultural area is one in which the chief occupation is the growing of crops.*

3. *The Golden Horseshoe is a wealthy industrialized area extending in the shape of a horseshoe around the western end of Lake Ontario.*

4. *A conurbation is an area in which growing towns and cities merge into a continuous built-up area.*

5. *An industrial area is one in which there are many factories.*

AVOIDING REPETITION

Pronouns replace nouns. Pronouns like "it," "them," "this," "that" are called *pronoun referents* because they refer to a noun mentioned earlier. The meaning of the pronoun referent must always be very clear.

Each sentence below has a referent word or phrase, printed in italics. Write the sentence again, replacing the italic words with the words that they stand for, so that the meaning is clear. Underline the words that the referent refers to.

Example:

1. One of *these regions* lies in the southern part of the province of Ontario, bordered by three of the Great Lakes.

   One of Canada's natural landform regions lies in the southern part of the province of Ontario, bordered by three of the Great Lakes.

2. *This area* earned its name because of its horseshoe shape and the rapid growth of its businesses and industries.

   The Golden Horseshoe earned its name because of its horseshoe shape and the rapid growth of its businesses and industries.

3. *It* soon became the richest and most important farming area in all of Canada.

   The Great Lakes Lowland region soon became the richest and most important farming area in all of Canada.

4. Many of *them* became farmers who cleared the land to raise crops in order to feed their families.

   Many of the early settlers became farmers who cleared the land to raise crops in order to feed their families.

5. Enough rainfall throughout *that time* enabled the crops to mature properly and agriculture flourished.

   Enough rainfall throughout the growing season enabled the crops to mature properly and agriculture flourished.

6. In addition to *these*, farmers were able to grow vegetables, fruits, and later even tobacco.

In addition to grain crops, farmers were able to grow vegetables, fruits, and later even tobacco.

7. Merchants and businessmen soon set up shops and factories to provide *them*.

Merchants and businessmen soon set up shops and factories to provide the goods needed by a growing population.

8. *This industry* grew quickly to become very important in the economy of the Great Lakes Lowland.

The manufacturing industry grew quickly to become very important in the economy of the Great Lakes Lowland.

9. The Golden Horseshoe became the most important economic area in the country even without *them*.

The Golden Horseshoe became the most important economic area in the country even without many natural resources.

10. In most cases *they* must be imported from other parts of Canada or the United States.

In most cases energy fuels must be imported from other parts of Canada or the United States.

11. *They* came in large numbers to live and work in the Golden Horseshoe.

Skilled workers came in large numbers to live and work in the Golden Horseshoe.

12. The many newcomers who arrived after World War II caused *it* to increase faster than anywhere else in North America.

The many newcomers who arrived after World War II caused urban development to increase faster than anywhere else in North America.

13. *This fact* may mean that decisions are sometimes made outside the country which affect the lives and jobs of many residents of the Golden Horseshoe.

The fact that many factory owners live outside Canada may mean that decisions are sometimes made outside the country which affect the lives and jobs of many residents of the Golden Horseshoe.

14. *This* is a problem that concerns residents who care about the quality of life in the area.

Industrial pollution is a problem that concerns residents who care about the quality of life in the area.

UNDERSTANDING GRAPHS ●Worksheet A17

When we want to compare statistical information, we often use diagrams instead of numbers to show the information. These diagrams, which represent the numbers in a way that is easy to grasp, are called graphs. There are many different types of graphs. In the following exercise, we look at three of the most common types.

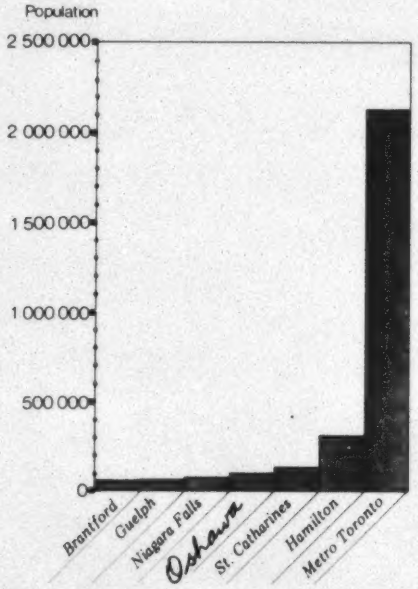
The Bar Graph

(i) In the table shown below, we can see what the population was in 1976 for seven urban centres of the Golden Horseshoe.

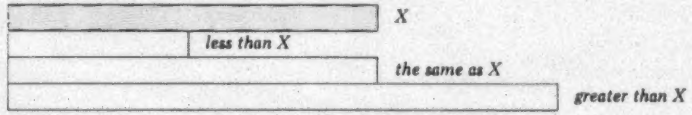
Urban Centre	Population (1976)
Oshawa	107 000
Metro Toronto	2 124 000
Guelph	68 000
Brantford	67 000
Hamilton	312 000
St. Catharines	123 000
Niagara Falls	69 000

Below is a bar graph of the population of these seven centres. One bar has already been labelled. Examine the other six bars and decide which one represents each of the other six centres. Label each bar in the same way as the one already labelled.

THE POPULATION OF SEVEN URBAN CENTRES IN THE GOLDEN HORSESHOE (1976)



(ii) In order to compare statistical information we often use the comparative phrases *less than, the same as, greater than.*



Look at the bar graph showing the population of seven urban centres in the Golden Horseshoe (worksheet A17) and compare the populations of the five pairs of urban centres listed below, using the phrases *less than, the same as,* or *greater than.*

Example:

St. Catharines/Guelph. The population of St. Catharines is greater than the population of Guelph.

1. Brantford/Hamilton. *The population of Brantford is less than the population of Hamilton.*

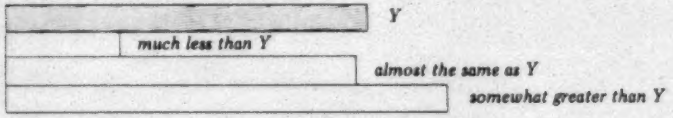
2. Metro Toronto/Hamilton. *The population of Metro Toronto is greater than the population of Hamilton.*

3. Guelph/Niagara Falls. *The population of Guelph is less than the population of Niagara Falls.*

4. Hamilton/Oshawa. *The population of Hamilton is greater than the population of Oshawa.*

5. St. Catharines/Hamilton. *The population of St. Catharines is less than the population of Hamilton.*

(iii) To make our comparison more accurate, we can add qualifiers (modifiers), such as *much, somewhat, almost,* to the comparative words.



Look again at the bar graph showing the population of seven urban centres in the Golden Horseshoe, and compare the population of the urban centres listed below, in two ways as in the example.

Example:

Metro Toronto/Guelph. (a) The population of Metro Toronto is much greater than the population of Guelph.

Or, to avoid repetition, we can say:

(b) The population of Metro Toronto is much greater than *that* of Guelph.

Comparisons

1. Brantford/Hamilton. (a) *The population of Brantford is much less than the population of Hamilton.*

   (b) *The population of Brantford is much less than that of Hamilton.*

2. Oshawa/St. Catharines. (a) *The population of Oshawa is somewhat less than the population of St. Catharines.*

   (b) *The population of Oshawa is somewhat less than that of St. Catharines.*

3. Oshawa/Niagara Falls. (a) *The population of Oshawa is somewhat greater than the population of Niagara Falls.*

   (b) *The population of Oshawa is somewhat greater than that of Niagara Falls.*

▶

4. Guelph/Niagara Falls. (a) *The population of Guelph is almost the same as the population of Niagara Falls.*

   (b) *The population of Guelph is almost the same as that of Niagara Falls.*

5. St. Catharines/Hamilton. (a) *The population of St. Catharines is much less than the population of Hamilton.*

   (b) *The population of St. Catharines is much less than that of Hamilton.*

(iv) Looking at the table of population figures and the bar graph representing those figures (worksheet A17), complete the following sentences.

1. The population of *Brantford* is almost the same as the population of *Guelph* and of *Niagara Falls*.
2. Oshawa's population is somewhat *greater than* the population of Niagara Falls.
3. The population of St. Catharines is *much* less than the population of *Hamilton* or of *Metro Toronto*.
4. *Three* of these urban centres have a population greater than *that* of Oshawa.
5. The total population of the six smaller urban centres is still *much less than* the population of *Metro Toronto*.
6. The population of *Hamilton* at 312 000 is *more than twice the size of* the population of Brantford and Guelph combined.

▶

The Circle or Pie Graph

(i) When we measure land area, we measure it in either "hectares" or "square kilometres." Southern Ontario has a land area of approximately 10 500 000 hectares, or 105 000 square kilometres. If we were to compare the land area of Southern Ontario with that of some other parts of the world, we would find that it is larger than that of such places as Belgium, Denmark, Austria, Hungary, Jamaica, Hong Kong, or Barbados.

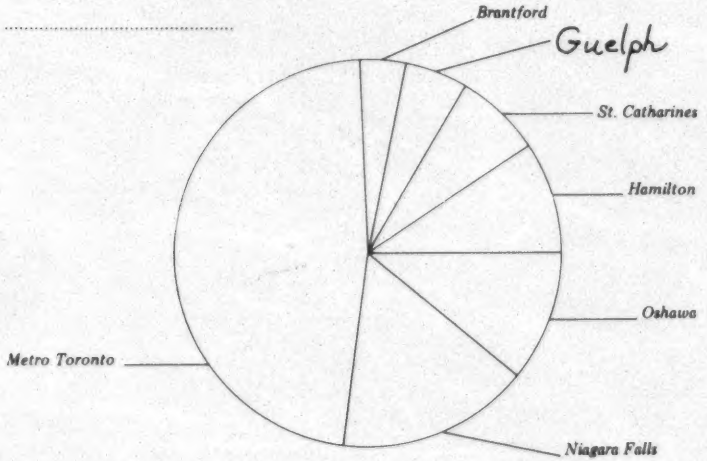
In the table below we are given the land area in 1976 of seven urban centres in the Golden Horseshoe.

Urban Centre	Land Area in 1976	
	Hectares	Square Kilometres
Oshawa	14 340	143.4
Metro Toronto	63 010	630.1
Guelph	6 870	68.7
Brantford	5 150	51.5
Hamilton	12 280	122.8
St. Catharines	9 440	94.4
Niagara Falls	21 200	212.0

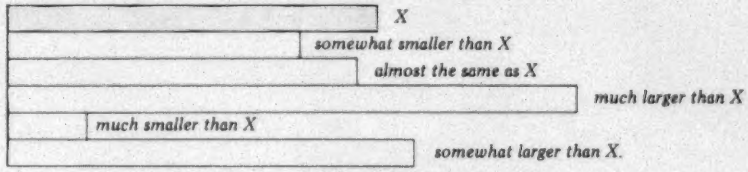
Below is a circle graph that shows the amount of land area of each urban centre in relation to the total land area of all seven urban centres. One of the sectors of the circle graph has already been labelled. Examine the other six sectors and decide which sector represents the land area of each of the other centres. Label each sector.

Give the graph a title that indicates accurately what the graph represents. Look back at the title of your bar graph as a guide.

(Title) *The Land Areas of Seven Urban Centres in the Golden Horseshoe (1976)*



(ii) In a sample bar graph (on worksheet A18) the comparative phrases *less than* and *greater than* are used to compare information. Another useful set of comparative expressions is *smaller than* and *larger than*. Label the bars below to show their relationship, using the comparative expressions *smaller than, the same as, larger than* and the qualifiers *much, almost, somewhat.*



Write a sentence comparing the land areas of each of the following pairs of urban centres.

1. Oshawa/Niagara Falls. *The land area of Oshawa is somewhat smaller than that of Niagara Falls.*

2. Brantford/Guelph. *The land area of Brantford is somewhat smaller than that of Guelph.*

3. Guelph/Niagara Falls. *The land area of Guelph is much smaller than that of Niagara Falls.*

4. Guelph/Brantford. *The land area of Guelph is somewhat larger than that of Brantford.*

5. Metro Toronto/Oshawa. *The land area of Metro Toronto is much larger than that of Oshawa.*

6. Hamilton/Brantford. *The land area of Hamilton is much larger than that of Brantford.*

7. Oshawa/Metro Toronto. *The land area of Oshawa is much smaller than that of Metro Toronto.*

The Line Graph

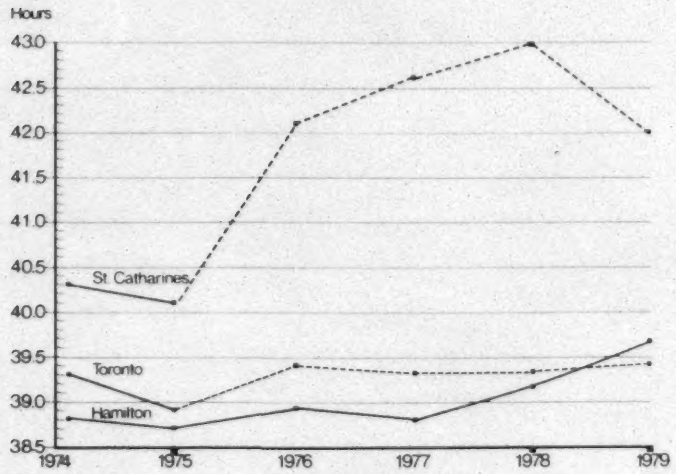
(i) With bar and circle graphs, you have been comparing different facts that were true in the same year, 1976. However, we often need to show how statistics change over time — perhaps over a number of months, years, or even centuries. When showing change over a period of time, we may find a line graph useful.

The following table lists the average number of hours worked in manufacturing, per person, weekly, in three urban centres in the Golden Horseshoe between the years 1974 and 1979.

	1974	1975	1976	1977	1978	1979
Toronto	39.3	38.9	39.4	39.3	39.3	39.4
Hamilton	38.8	38.7	38.9	38.8	39.2	39.7
St. Catharines	40.3	40.1	42.1	42.6	43.0	42.0

On the line graph below, the curve has been plotted over the six-year period for Hamilton. For St. Catharines and Toronto the lines are incomplete. Complete the graph by plotting all the information for both of these centres. Give the graph a title to indicate what the graph is trying to show.

(Title) *Average Number of Hours Worked in Manufacturing, per Person, Weekly (1974-1979)*



(ii) Complete the passage below by referring to the information given in the table of figures and the line graph showing the average number of hours worked in manufacturing (worksheet A23).

The Golden Horseshoe may be one of Canada's most prosperous regions, but its people are among Canada's hardest working. The best example of this is in the city of *St. Catharines* where in recent years workers in the manufacturing industries were on the job for more hours each *week* than those in other Canadian centres. In 1979, the average manufacturing worker in St. Catharines worked *42* hours a week. At the same time, the average worker in *Toronto* worked about 39.5 hours and in Hamilton, *39.7* hours. Although in 1974 only 1.5 hours a week separated the average worker in St. Catharines from a similar worker in *Hamilton*, by 1977 that difference had increased to *3.8* hours. However, by *1979* the difference had decreased somewhat to 2.3 hours a week. While the number of hours worked weekly has remained relatively stable for Toronto workers since *1976*, the number of hours worked by Hamilton workers has steadily *increased* since 1977.

□

GETTING THE MEANING

● Worksheet B1

Example: (a) ☐
(b) ☒
(c) ☐

---

1. (a) ☐
(b) ☒
(c) ☐

---

2. (a) ☐
(b) ☐
(c) ☒

---

3. (a) ☐
(b) ☒
(c) ☐

---

4. (a) ☒
(b) ☐
(c) ☐

---

5. (a) ☐
(b) ☐
(c) ☒

---

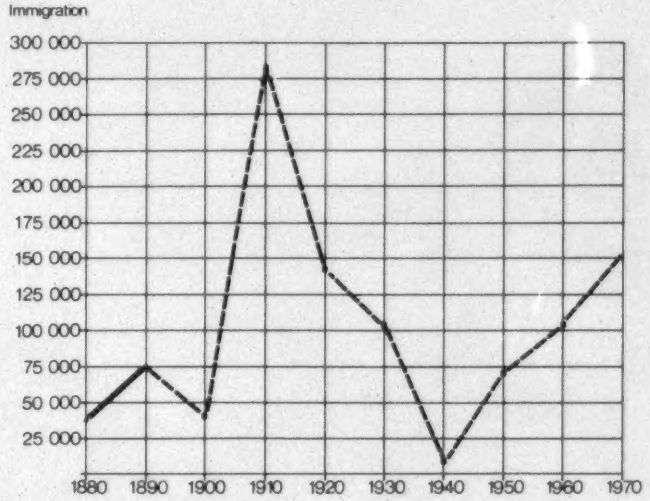
6. (a) ☒
(b) ☐
(c) ☐

---

7. (a) ☐
(b) ☐
(c) ☒

UNDERSTANDING NUMBERS (PART 1)

● Worksheet B2



.....

.....

(PART 2)

1. *1910*
2. *1940*
3. *World War II*
4. *rise*
5. *up*

COMPLETE THE SENTENCES Worksheet C1

Fill in the blanks so that the sentences are true according to the meaning of the text.

1. In the *1970s* many Italian families moved out to suburban areas to the north and *west* of the city.
2. Toronto has grown to be a *cosmopolitan* city made up of people from many *different* lands and cultures.
3. A new group of immigrants, mainly *Spanish-* and Portuguese-speaking people, have moved into the same *downtown* section of the city.
4. Although people of British *origin* still make up the largest ethnic *group* in the city, people of *Italian* origin make up Metro Toronto's second *largest* ethnic group.
5. We can see the process of *immigration* and adaptation happening once again for this new *group* of immigrants as it happened for others before *them*.
6. Many *changes* have taken place in the *ethnic* composition of the city.
7. Many Italian *families* settled close together in a downtown section of the *city*.
8. In the past the city of *Toronto* was very British in its traditions and *way* of life.
9. So many *Italian* families lived in one area that the neighborhood became an Italian mini-*community* known as "*Little* Italy."
10. Because of its very *British* nature Toronto was sometimes jokingly called "*Waspville*."

□

LOGICAL ORDERING Worksheet C2

The ten sentences in the "Complete the Sentences" exercise do not make sense in their present order. Write them in an order that makes sense, starting with the sentence given.

1. In the past the city of Toronto was very British in its traditions and way of life.
2. *Because of its very British nature Toronto was sometimes jokingly called "Waspville."*
3. *Many changes have taken place in the ethnic composition of the city.*
4. *Toronto has grown to be a cosmopolitan city made up of people from many different lands and cultures.*
5. *Although people of British origin still make up the largest ethnic group in the city, people of Italian origin make up Metro Toronto's second-largest ethnic group.*
6. *Many Italian families settled close together in a downtown section of the city.*
7. *So many Italian families lived in one area that the neighborhood became an Italian mini-community known as "Little Italy."*

8. *In the 1970s many Italian families moved out to suburban areas to the north and west of the city.*

9. *A new group of immigrants, mainly Spanish- and Portuguese-speaking people, have moved into the same downtown section of the city.*

10. *We can see the process of immigration and adaptation happening once again for this new group of immigrants as it happened for others before them.*

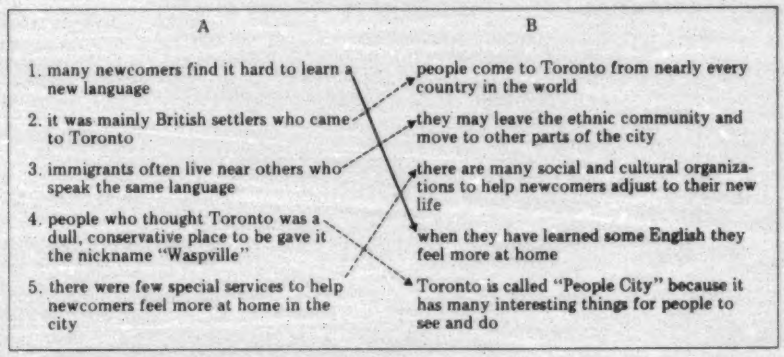
□

LINK WORDS

AT FIRST / LATER

IN THE PAST / TODAY

(i) Each event in column A below is linked to one event in column B. The events in column A happened sometime *before* those in column B. Draw arrows to join the events that belong together.


A
B
1. many newcomers find it hard to learn a new language
2. it was mainly British settlers who came to Toronto
3. immigrants often live near others who speak the same language
4. people who thought Toronto was a dull, conservative place to be gave it the nickname "Waspville"
5. there were few special services to help newcomers feel more at home in the city
people come to Toronto from nearly every country in the world
they may leave the ethnic community and move to other parts of the city
there are many social and cultural organizations to help newcomers adjust to their new life
when they have learned some English they feel more at home
Toronto is called "People City" because it has many interesting things for people to see and do

(ii) Choose one pair of time links, *in the past/today* or *at first/later*, to join each pair of sentences.

Example

1. *At first* many newcomers find it hard to learn a new language. *Later*, when they have learned some English, they feel more at home.

2. *In the past* it was mainly British settlers who came to Toronto. *Today* people come to Toronto from nearly every country in the world.

3. *At first* immigrants often live near others who speak the same language. *Later* they may leave the ethnic community and move to other parts of the city.

4. *In the past* people who thought Toronto was a dull, conservative place to be gave it the nickname "Waspville." *Today* Toronto is called "People City" because it has many interesting things for people to see and do.

5. *In the past* there were few special services to help newcomers feel more at home in the city. *Today* there are many social and cultural organizations to help newcomers adjust to their new life.

MEANWHILE

Worksheet C5

"Meanwhile" is a word used to join statements about two events that are happening *at the same time*.

(i) Each event in column A is *related* to an event in column B. The event in column A is happening *at the same time* as the event in column B that is related to it.

Join the related events with an arrow.

A	B
1. Some immigrants have grouped together in small neighborhoods like Kensington Market.	other ethnic groups have been moving into the downtown area.
2. At school immigrant children will quickly learn to adopt new Canadian ways.	the number of people belonging to other ethnic groups has been increasing.
3. Toronto's British population has maintained its strength over the years.	other immigrants have been settling throughout the city.
4. Italian-speaking immigrants have been moving north into the suburbs.	British immigrants were settling in Upper Canada.
5. French immigrants settled the region known as Lower Canada.	at home they are learning the importance of keeping up past traditions.

(ii) Write each pair of related sentences. Use *meanwhile* to link the second event to the first. The first example is done for you.

1. Some immigrants have grouped together in small neighborhoods like Kensington Market. *Meanwhile* other immigrants have been settling throughout the city.

2. *At school immigrant children will quickly learn to adopt new Canadian ways. Meanwhile at home they are learning the importance of keeping up past traditions.*

3. *Toronto's British population has maintained its strength over the years. Meanwhile the number of people belonging to other ethnic groups has been increasing.*

Worksheet C6

4. *Italian-speaking immigrants have been moving north into the suburbs. Meanwhile other ethnic groups have been moving into the downtown area.*

5. *French immigrants settled the region known as Lower Canada. Meanwhile British immigrants were settling in Upper Canada.*

NOW BEFORE LONG OVER THE YEARS

"Now" shows that something is happening *at the present time*.

"Before long" shows that something happened or will happen over *a short period of time*.

"Over the years" shows something happening over *a long period of time*.

Choose the appropriate link words — *now*, *before long*, or *over the years* — to complete each sentence.

1. *Over the years* people have come to Toronto from many different parts of the world.

2. *Now* the population of Toronto is made up of more than twenty ethnic groups.

3. *Now* people can see an Italian film, eat Chinese food, and listen to the music of Greek balalaikas in the same evening.

4. *Over the years* each group of immigrants has adapted to life in Toronto by accepting Canadian ways while keeping some traditional customs.

5. *Over the years* the number of Italian immigrants to Toronto has grown steadily.

6. *Now* Italians form the second-largest ethnic group in Metro Toronto.

7. *Before long* immigrant children make new friends at school and learn to speak English.

AT THAT TIME

Worksheet C7

"At that time" refers to something that happened at a certain time *in the past*.
Fill in each box with the time in the past at which each event occurred.

Choose from:

Before 1950	After World War II
1939 – 1945	In 1763
In the 1970s	Before 1900

In the 1970s	At that time many Italian families moved from the centre of the city to larger homes in the surburbs.
1939 – 1945	At that time the Canadian government placed heavy restrictions on immigration from European countries.
In 1763	The French colony of New France fell to British forces under General Wolfe.
After World War II	At that time a great wave of immigration from Europe to Canada began.
Before 1900	At that time most immigrants went to work on farms when they arrived in Canada.
Before 1950	At that time the City of Toronto was still very British in its traditions and way of life.

WRITING A SUMMARY PARAGRAPH

● Worksheet C8

(i) Choose an appropriate link word or phrase from the list below to put at the beginning of each sentence from the "Logical Ordering" exercise on worksheet C2. Be careful – sentence 5 does not need a link word!

Time Link Words		
Meanwhile	Later	Before long
In the past	At that time	Over the years
At first	Today	Now

Link Words	Sentences from "Logical Ordering"
1. *In the past*	*the city of Toronto was very British in its traditions and way of life.*
2. *At that time*	*because of its very British nature Toronto was sometimes jokingly called "Waspville."*
3. *Over the years*	*many changes have taken place in the ethnic composition of the city.*
4. *Today*	*Toronto has grown to be a cosmopolitan city made up of people from many different lands and cultures.*
5.	*Although people of British origin still make up the largest ethnic group in the city, people of Italian origin make up Metro Toronto's second-largest ethnic group.*

6. *At first* ..... *many Italian families settled close together in a downtown section of the city.*

7. *Before long* ..... *so many Italian families lived in one area that the neighborhood become an Italian mini-community known as "Little Italy."*

8. *Later* ..... *in the 1970s many Italian families moved out to suburban areas to the north and west of the city.*

9. *Meanwhile* ..... *a new group of immigrants, mainly Spanish- and Portuguese-speaking people, have moved into the same downtown section of the city.*

10. *Now* ..... *we can see the process of immigration and adaptation happening once again for this new group of immigrants as it happened for others before them.*

(ii) Continuing on from the first sentence, write out the other sentences in exercise (i) above (including the link words) in paragraph form.

In the past the city of Toronto was very British in its traditions and way of life. *At that time, because of its very British nature Toronto was sometimes jokingly called "Waspville." Over the years many changes have taken place in the ethnic composition of the city. Today Toronto has grown to be a cosmopolitan city made up of people from many different lands and cultures. Although people of British origin still make up the largest ethnic group in the city, people of Italian origin make up Metro Toronto's second-largest ethnic group. At first many Italian families settled close together in a downtown section of the city. Before long so many Italian families lived in one area that the neighborhood became an Italian mini-community known as "Little Italy." Later, in the 1970s, many Italian families moved out to suburban areas to the north and west of the city. Meanwhile a new group of immigrants, mainly Spanish- and Portuguese-speaking people, have moved into the same downtown section of the city. Now we can see the process of immigration and adaptation happening once again for this new group of immigrants as it happened for others before them.*